

# **STRONGER by DEGREES**



## **2011-12 Accountability Report**

**Kentucky Council on  
Postsecondary Education**

# FROM THE PRESIDENT



The annual *Accountability Report* produced by the Council on Postsecondary Education highlights the system's performance on the state-level metrics included in "Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education." For each metric, we outline steps taken to improve performance, as well as activities planned for the coming year.

The 2014 targets were negotiated with each public university, the KCTCS system office, and the Association of Independent Kentucky Colleges and Universities (AIKCU) when the strategic agenda was adopted in 2011. The Council staff will revisit some of these goals with institutions in cases where the target has been achieved ahead of schedule or where the metric has been revised. In addition to these state-level targets, institutional and regional targets were established for some metrics. Complete scorecards with targets and progress information for each institution are available online through the "Stronger by Degrees" dashboard at <http://dataportal.cpe.ky.gov/dashboard.shtm>

## Highlights

- Kentucky made strong gains in the area of college readiness thanks to an aggressive statewide effort to establish a common definition of readiness and improve the delivery of developmental and bridge programming before and during college. Nevertheless, progress must accelerate for Kentucky to reach the target established by Senate Bill 1 (2009).
- The college-going rate and GED attainment declined from the previous year, although GED attainment has increased since the baseline year. A statewide campaign encouraging GED candidates to complete the test before a new version rolls out in 2014 is expected to improve performance in the year ahead.

- Kentucky continues to experience strong growth in degrees and credentials conferred. Graduation rates were flat this year, and more must be done to improve graduation rates for low-income, underprepared and underrepresented minority students.
- Financial support for higher education continued to decrease at the state level, with declines in state appropriations and in the availability of need-based financial aid.
- Kentucky improved on every metric in the focus area of research, economic and community development.
- Instruction at Kentucky's postsecondary institutions continues to innovate, as seen in the strong growth in online learning.
- 2014 targets achieved ahead of schedule include total degrees and credentials awarded, graduate degrees conferred, transfers from 2-year to 4-year institutions and STEM+H credentials conferred.

Campus leaders, guided by institutional strategic plans that complement this agenda, are working to fulfill their commitment to meeting our common goals. I commend them for their efforts and look forward to continued progress in the year ahead.

**Robert L. King, President**  
Council on Postsecondary Education

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# STATE PERFORMANCE SCORECARD



## College Readiness

	Baseline	Most Recent	Target	Progress to Target	Trend Icon
College readiness of college entrants	52%	58.2%	76%	26%	
College readiness of all high school graduates	33.6%	47.2%	66%	45%	
College-going rate of high school graduates	56.7%	55.4%	72%	0%	
GED® graduates in Kentucky	9,357	9,469	11,500	5%	
New teacher excellence (Percent scoring in top 15% nationally on PRAXIS II exam)	17%	16.7%	22%	0%	

## Student Success

Total Degrees & credentials	55,107	61,859	59,400	100%	
Associate degrees conferred	7,270	8,953	9,500	75%	
Bachelor's degrees conferred	19,693	20,827	22,900	35%	
Graduate degrees conferred	8,854	10,350	10,250	100%	
Transfer from KCTCS to 4-year colleges & universities	8,376	12,492	9,580	100%	
Graduation rate (bachelor's)	47%	48.2%	53%	20%	
Bachelor's graduation rate for low-income students	46.2%	34.5%	49.7%	0%	
Bachelor's graduation rate for underprepared students	30.7%	28.6%	38.1%	0%	
Bachelor's graduation rate for underrepresented minority students	33.2%	33.6%	37.4%	10%	
Graduation rate (associate)	12.6%	13.1%	14.8%	23%	

= Met Target  
 = On Track  
 = Some Progress  
 = Holding Steady  
 = Losing Ground

# STATE PERFORMANCE SCORECARD



## Student Success

	Baseline	Most Recent	Target	Progress to Target	Trend Icon
Associate graduation rate for low-income students	10.8%	11.7%	11.8%	90%	
Associate graduation rate for underprepared students	7.5%	8.9%	12.6%	27%	
Associate graduation rate for underrepresented minority students	7.2%	7.7%	9.2%	25%	
State appropriations for public higher education	\$1,029	\$916	\$1,069	0%	
Grants to low-income students in excess of direct costs	\$1,470	\$1,002	\$1,470	0%	
Low-income students without grants	68,259	96,666	34,000	0%	

## Research, Economic & Community Development

Externally-funded research & development (in thousands)	\$375,326	\$386,843	\$455,000	14%	
Degrees & credentials in STEM+H fields	17,306	19,594	19,350	100%	
Educational attainment of adults (associate and above, ages 25-44)	31.6%	32.8%	37%	22%	

## Efficiency and Innovation

Online learning	14.1%	18%	18.4%	91%	
Credits attempted by degree graduates	140	140.3	135	0%	
Degree productivity relative to education and related expenditures	2.48	2.49	2.73	4%	

= Met Target  
 = On Track  
 = Some Progress  
 = Holding Steady  
 = Losing Ground

# HOW TO READ THIS REPORT



## TREND ICONS

The trend icons (the various arrows and the star) reflect the current year's progress in relation to the 2014 target. More technically, the trend icon is assigned based on the current year value as it relates to a straight-line trajectory drawn from the baseline year to the 2014 target. The blue bar corresponding to the current year value must be at or above the straight-line trajectory to be considered "on track" to meet the target. Of course, change rarely happens in a straight line. This visualization merely provides a means of quickly understanding progress toward reaching 2014 targets.

## PROGRESS TO TARGET

The horizontal gold bar in the upper-right corner of each page represents progress from the baseline year (either 2008-09 or 2009-10, depending on the metric) to the 2014 target. For clarity's sake, declines from the baseline are shown as 0% instead of a negative percentage.


### LEGEND:

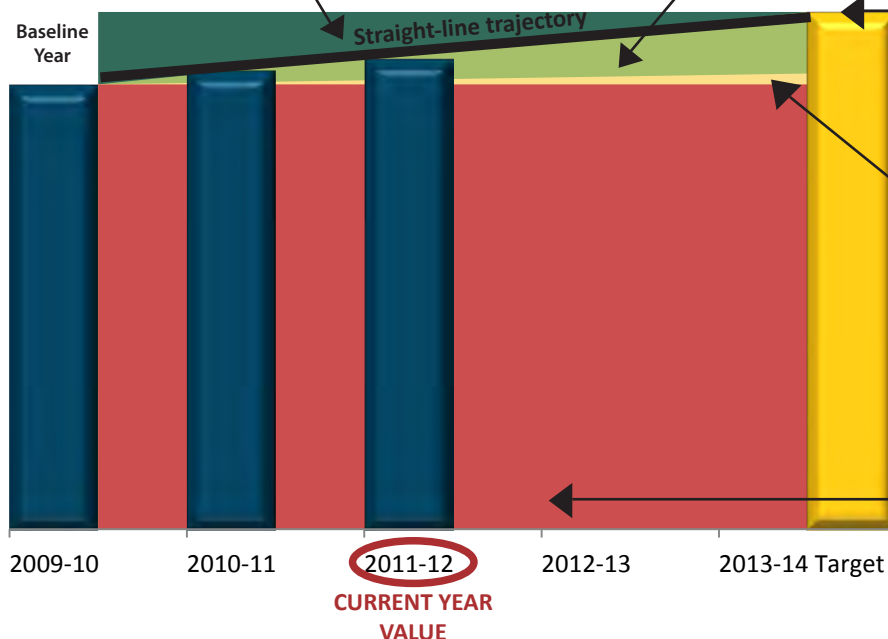
Each page includes a legend that briefly describes and highlights the trend icon assigned to that metric. In the example below, the trend icon is "some progress," because the blue bar that corresponds to the current year value falls within the light green area.


### Legend


-  **MET GOAL:** Performance meets or exceeds target
-  **ON TRACK:** On track to meet target by 2014
-  **SOME PROGRESS:** Progressing but not on track to meet target
-  **HOLDING STEADY:** Little or no improvement over baseline
-  **LOSING GROUND:** Decline from baseline


 **ON TRACK:**  
Current year value is on track if the blue bar falls within the dark green area.

 **SOME PROGRESS:**  
Current year value is progressing but not on track to reach target if the blue bar falls within the light green area.



 **MET GOAL:**  
Performance meets or exceeds target if the current year value is equal to or greater than the 2014 target (gold bar).

 **HOLDING STEADY:**  
Current year value shows little or no improvement over baseline if the blue bar falls within the light gold area (within -5% to +15% of baseline).

 **LOSING GROUND:**  
Current year value is lower than the baseline (blue bar falls within the red area).

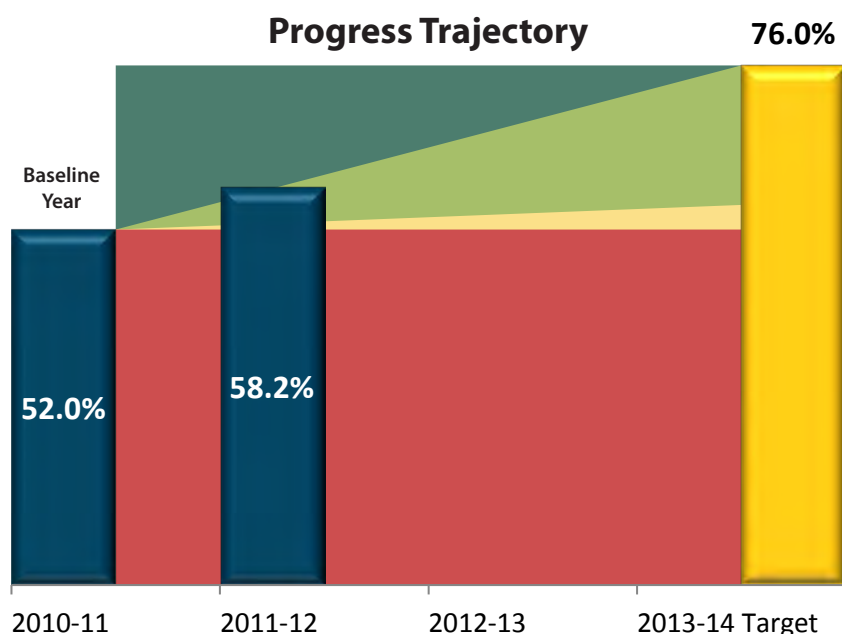
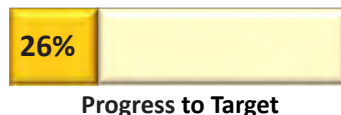


# COLLEGE READINESS

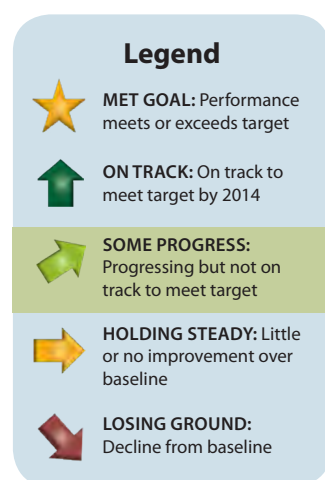


## College readiness of college entrants

*Percent of Kentucky high school graduates enrolling in a Kentucky college who met statewide readiness standards in English, math and reading (defined by ACT subject scores of 18, 19, and 20, respectively)*



Data Source: CPE Comprehensive Database (KPEDS)



### What We've Done

- The Kentucky Common Core standards for English literacy and mathematics continue to act as shared reference points for what constitutes college readiness for secondary, postsecondary and adult education.
- CPE staff convened postsecondary science and social studies work teams comprised of faculty, adult educators and K-12 content leaders to define and communicate expectations and standards for students entering credit-bearing courses in these content areas.
- Eight educational leadership networks continue to support the full implementation of the Kentucky Core Academic Standards. Each network includes two full-time faculty members who provide professional development on the standards and related assessments.
- Kentucky's public postsecondary institutions began implementing redesigned programming for transitional, developmental, and supplemental coursework based on newly-aligned academic standards and assessments.
- Three assessment academies located at universities are working with local districts to determine professional

development needs based on an analysis of student and teacher data.

- A free online exam was developed on the KYOTE system and made available to all schools and colleges in spring 2013. The exam was designed to be used in K-12 intervention programs and for college placement purposes.
- Summer bridge programming and supports are offered on college campuses to bring incoming students up to speed.

### What's Ahead

- Campus visits are underway to gather information on specific program models, course designs and placement procedures used to support underprepared students. This information will be used—along with student success data such as gateway course completion, student persistence and credential completion—to assess the effectiveness of program model designs. This evidence will be available to campuses as program model design modifications are considered.
- National and state consultants will be available to campuses as developmental education program models are considered and redesigned.

# COLLEGE READINESS

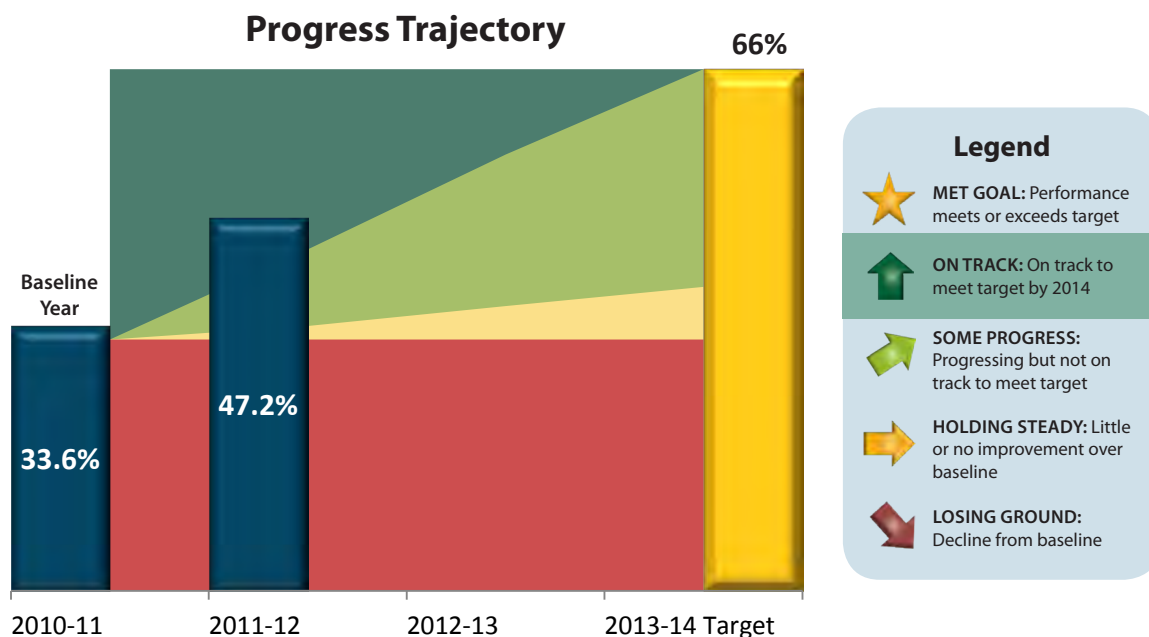


## College readiness of all high school graduates

*Percent of all high school graduates who met statewide college readiness standards in English, math and reading*

45%

Progress to Target



Data source: Kentucky Department of Education (KDE), High School Graduates' College/Career Readiness Percentage

### What We've Done

- Middle school transitional courses have been developed for students not meeting college readiness benchmarks in the eighth grade to help them meet appropriate standards prior to high school.
- The development of high school intervention programs, in particular middle and high school transition programming, led to an additional 4,509 readiness benchmarks being met by Kentucky students. This intervention programming has become a national model in promoting college readiness.
- Schools are expanding Advanced Placement (AP) and International Baccalaureate (IB) programs and encouraging more students to enroll in and complete assessments to improve readiness and earn college credit while still in high school.

### What's Ahead

- Full implementation of Operation Preparation, an eighth- and tenth-grade college and career readiness advising program, will continue. Revisions will be made to the advising toolkit developed by KDE and CPE and educators across the state,

which enjoys support from the business community, local government officials, educators and community members at large.

- Middle school transitional programming for students not meeting ACT EXPLORE readiness benchmarks in eighth grade will be revised and implemented.
- CPE staff continues to work with the National Council on Education and the Economy to develop end-of-course (board) exams for the Excellence for All program. Kentucky is one of four states participating in this early college program, which gives students the opportunity to complete college coursework or an associate degree while still in high school.
- Several early and middle college initiatives are under construction to encourage high school students to prepare for college early and begin taking credit-bearing coursework leading to degrees or workforce credentials.
- Close the Deal, a program that began in Jefferson County, will expand across the state. The program educates students about career pathways and postsecondary education requirements.



# COLLEGE READINESS



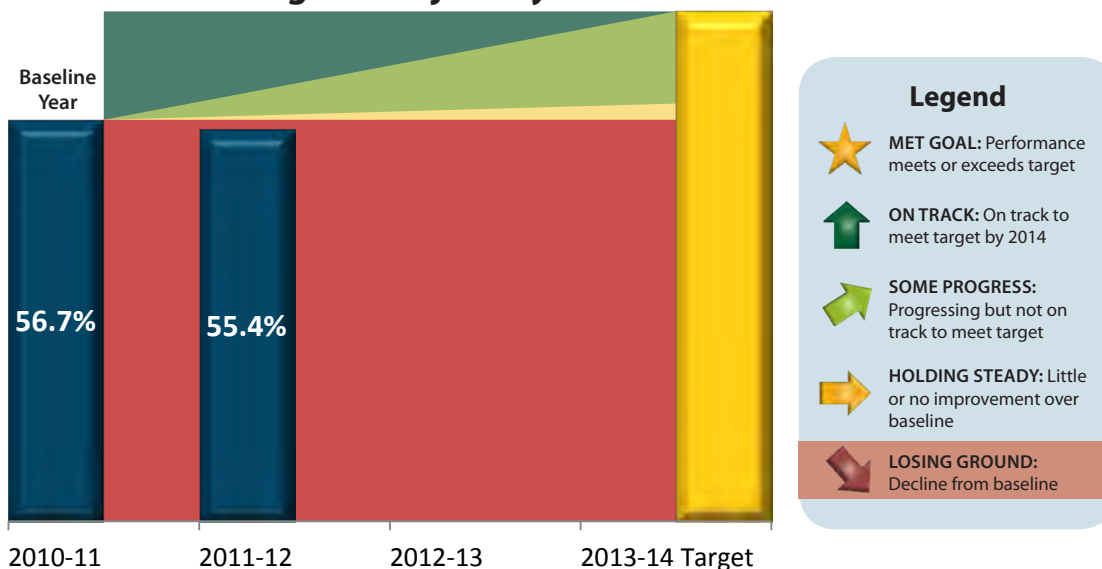
## College-going rate of high school graduates

*Percent of recent graduates who enter any public, private or proprietary college in Kentucky by the following fall*

0%

Progress to Target

### Progress Trajectory



*Data Source: KCEWS High School Feedback Report. Data is not comparable to last year because CPE used a different data source. CPE has determined to use KCEWS data moving forward. A 2009-10 baseline is not available through KCEWS, so 2010-11 is the adjusted baseline.*

### What We've Done

- The Kentucky College Coaches program is a statewide, near-peer advising program that uses recent college graduates to mentor middle and high school students. The program funded 65 full-time AmeriCorps members to serve as college coaches. The program focuses on first-generation college students and populations with low rates of college enrollment.
- Kentucky was one of 41 states who participated in the Jobs for the Future (JFF) initiative to expand early college programs for students who may not have considered postsecondary education options.
- CPE received federal grant funding for GEAR UP Kentucky 3.0, which will support 30 middle schools in 22 counties through 2017. The program encourages students to stay in school, study hard, and take the right courses to go to college. It is focused on improving the skills of at-risk students and influencing educational choices through enhanced guidance and support. GEAR UP also helps students prepare for college and become aware of financial aid opportunities.
- GEAR UP Kentucky developed a customized college readiness curriculum and a comprehensive advising model that is being implemented in all GEAR UP schools. The college readiness curriculum focuses on goal setting, problem solving, time

management, financial literacy and other evidence-based practices leading to increased college-going. The advising model uses an early warning system and focuses on targeted interventions when students are not on track to be college ready upon graduation.

- GEAR UP publishes the *GEAR UP Gazette* monthly, which includes articles on a range of college readiness topics for students and parents. The *Gazette* has wide distribution throughout Kentucky due to a partnership with the *Lexington Herald-Leader's* Newspapers in Education program.
- GEAR UP hosted a two-day conference for approximately 300 college access professionals, school leaders and postsecondary partners to clarify roles and pathways needed to promote a sustainable college-going culture.

### What's Ahead

- GEAR UP Kentucky and its partners are implementing a series of individualized school improvement activities to support the creation of a college-going culture.
- CPE, GEAR UP, KHEAA and KDE will form a college access network to standardize and reinforce college-going messages statewide.

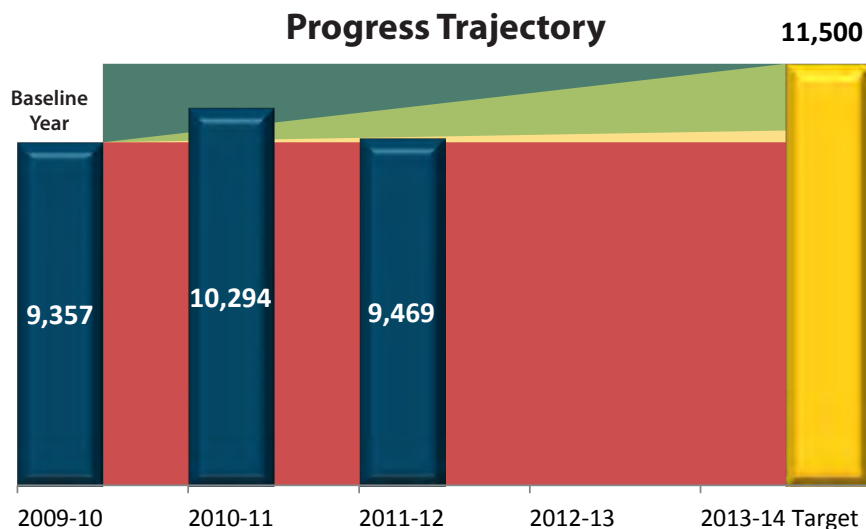


## GED® graduates in Kentucky

*Annual number of GED® graduates in Kentucky from July 1 through June 30*

5%

Progress to Target



Data Source: KYAE Adult Education Reporting Information Network (AERIN) and NRSpro

### Legend

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### What We've Done

- KYAE offered free GED® testing from May 15 through June 30, 2013, waiving the usual \$60 fee for the paper-based test and \$120 for the computer-based test.
- KYAE planned and launched a major outreach campaign to communicate the conclusion of the 2002 GED® test series and to promote free GED® testing. KYAE's campaign featured a public service announcement produced by the National Ad Council, and posters and print materials were available to local programs. Social media was also liberally employed.
- Kentucky was one of the first states to adopt the NGA-CCSSO Common Core State Standards at all educational levels – P-12, postsecondary and adult education. Adult education program directors and instructors participated in intensive professional development to implement standards-based instruction in English/language arts and mathematics.
- KYAE, KCTCS and the Kentucky Education and Workforce Development Cabinet were awarded a \$1.6 million grant to help more Kentuckians earn college credit and workforce credentials. The three-year grant is part of Accelerating Opportunity (AO), an initiative supported by a strategic

partnership of five leading philanthropies. Community and technical colleges are partnering with adult education programs to offer team-taught career pathways courses leading to stackable credentials.

### What's Ahead

- KYAE will expand its computer-based GED® testing center footprint by examining testing area gaps and approaching eligible academic institutions to host the new, computer-based GED® test.
- The third segment of KYAE's GED® outreach campaign, "Time is running out," will be deployed to encourage the nearly 16,000 individuals who have passed parts of the 2002 GED® test series to finish before January 2014, when scores from the previous edition will expire.
- KYAE is one of two states that have nearly fully implemented the Standards-in-Action (SIA) professional learning process to advance the institutionalization of standards-based instruction in adult education. Work in that area will continue.

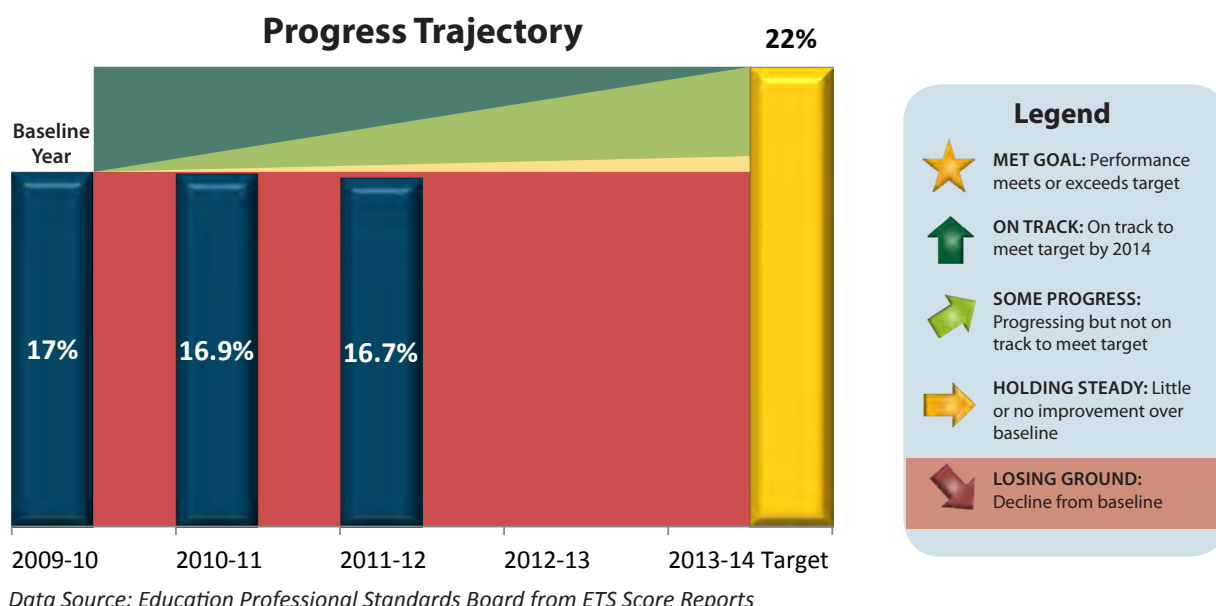


## New teacher excellence (top 15% nationally)

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II licensure exams

0%

Progress to Target



### What We've Done

- CPE recently solicited joint proposals from Kentucky public higher education institutions and P-12 school districts to develop, implement and evaluate model clinical teacher preparation programs. Though staff had originally intended to recommend two proposals, the pool was so strong and the potential for geographic and school district diversity was so large, an additional proposal was funded. The three clinical preparation sites are Eastern Kentucky University (in partnership with Corbin Independent Schools), the University of Louisville (in partnership with Jefferson County Public Schools) and Western Kentucky University (in partnership with Bowling Green Independent Schools and Simpson County Public Schools). These sites will receive \$500,000 each from CPE's Senate Bill 1 (2009) FY 2013-14 appropriation for a total investment of \$1.5M.
- In November 2012, CPE approved \$895,000 in grant funding to seven projects for postsecondary institutions to offer professional development for P-12 teachers and administrators. The federally-funded Improving Educator Quality grant program, currently in its 11<sup>th</sup> year, awards grants

to partnerships that deliver research-based training programs to P-12 teachers and administrators.

- In 2010, CPE received a one-time appropriation by the Kentucky General Assembly to support activities related to SB 1 implementation and college readiness. A significant portion of these funds was awarded to create three partnership academies across the Commonwealth. They are housed at Morehead State University, Northern Kentucky University and Western Kentucky University.

### What's Ahead

- CPE is working with universities and P-12 school districts on the Vanguard Project. This project contemplates a large systemic reform of teacher preparation and compensation with teacher career pathways. Many details of this project remain to be worked out, but conversations are underway to identify partners to pilot the model.
- CPE will revise this metric to the top 25% nationally to match the Education Professional Standards Board's teacher quality metric next year.

# STUDENT SUCCESS



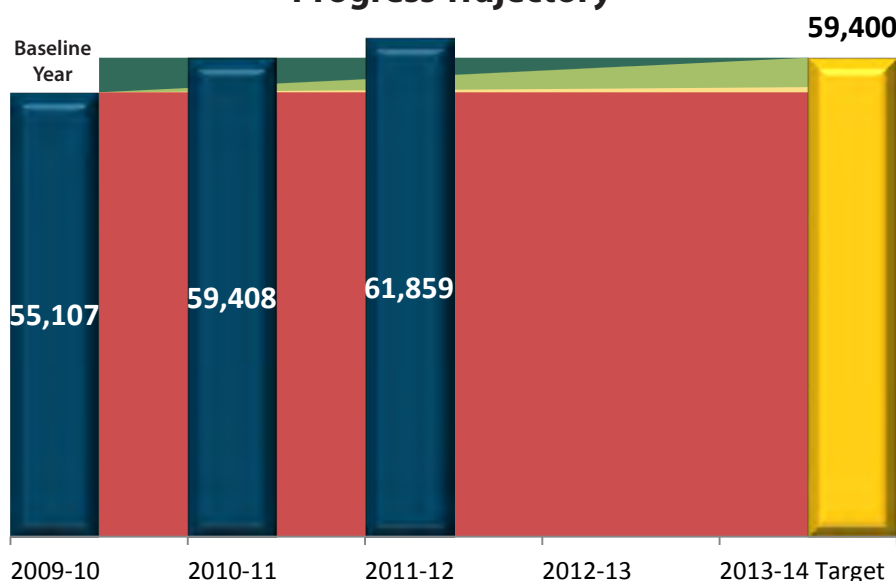
## Total degrees and credentials conferred

*Total number of diplomas, certificates and degrees awarded during an academic year in Kentucky by public and independent institutions*

100%

Progress to Target

### Progress Trajectory



#### Legend

- MET GOAL:** Performance meets or exceeds target
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Data Source: CPE Comprehensive Database (KPEDS)

### What We've Done

- CPE participates in Complete College America's Alliance of States, a group of 30 states committed to making college completion a top priority by setting completion goals through 2020 and collecting and reporting on common measures of progress.
- The Kentucky Student Success Summit in April 2013 brought nationally renowned experts to the state to work with faculty, staff and administrators on ways to build partnerships between academic and student affairs, create high-quality first-year experience programs and implement learning communities to promote degree completion.
- CPE staff formed two new committees comprised of representatives from each public university and the KCTCS system. The Committee on Persistence and Graduation focuses on best practices and issues relating to student success. The Committee on Academic Quality focuses on standards of educational quality.

### What's Ahead

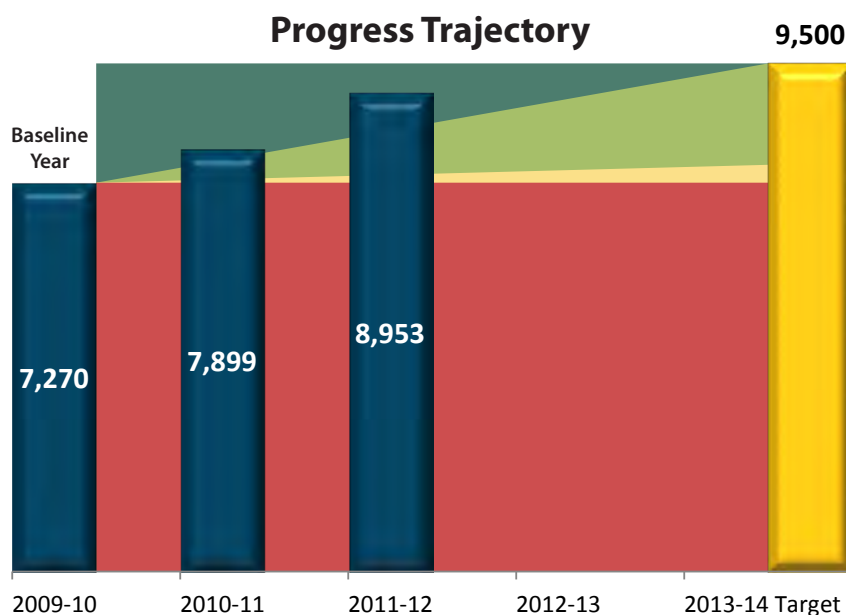
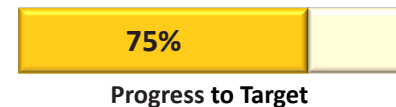
- Institutions, through participation in the Committee on Academic Quality and the Committee on Persistence and Graduation, will share best practices and discuss important topics, such as advising, first year experiences and other high-impact practices.
- The next Kentucky Student Success Summit will be held in April 2014 and will focus on evidence-based strategies to improve degree completion.
- CPE will propose a funding formula to incentivize institutions to increase degree production as part of its 2014-16 budget request.

# STUDENT SUCCESS

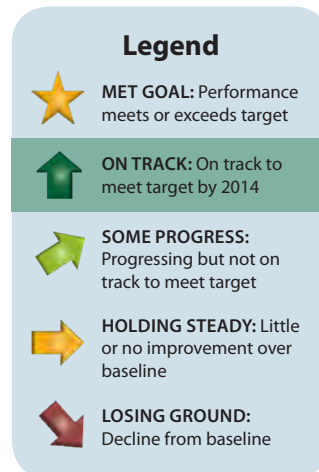


## Associate degrees conferred

*Total number of associate degrees awarded during an academic year in Kentucky by public and independent institutions*



Data Source: CPE Comprehensive Database (KPEDS)



### What We've Done

- The revised statewide General Education Transfer Policy, implemented in Fall 2012, encourages completion of an associate degree before transferring to a four-year institution.
- Degree Pathways work groups have created semester-by-semester sample progression academic plans. These plans guide students from their matriculation at a KCTCS institution, to the completion of an AA or AS degree, to their eventual completion of a bachelor's degree at a four-year institution.
- KCTCS faculty and administrators worked together to develop a common course numbering system, implemented in the 2012-13 academic year, which will assist the many associate-seeking students who take courses at multiple KCTCS colleges to aggregate their coursework toward a degree.
- CPE distributed mini-grants to campuses, including eight KCTCS institutions, to implement strategies to increase persistence to graduation for near completers (students who have accumulated 75% of the credit hours needed for graduation).

### What's Ahead

- CPE staff will continue to support the development of degree pathways that encourage students to complete an associate degree prior to transferring to a university.
- Mini-grant awardees will be given the opportunity to re-apply for funds to continue work on graduating near-completers.
- KCTCS leadership is working to develop additional career pathways in select fields that educate working students on the value of moving from nondegree-seeking workforce training, to obtaining a short-term credential, to pursuing an associate degree.

# STUDENT SUCCESS

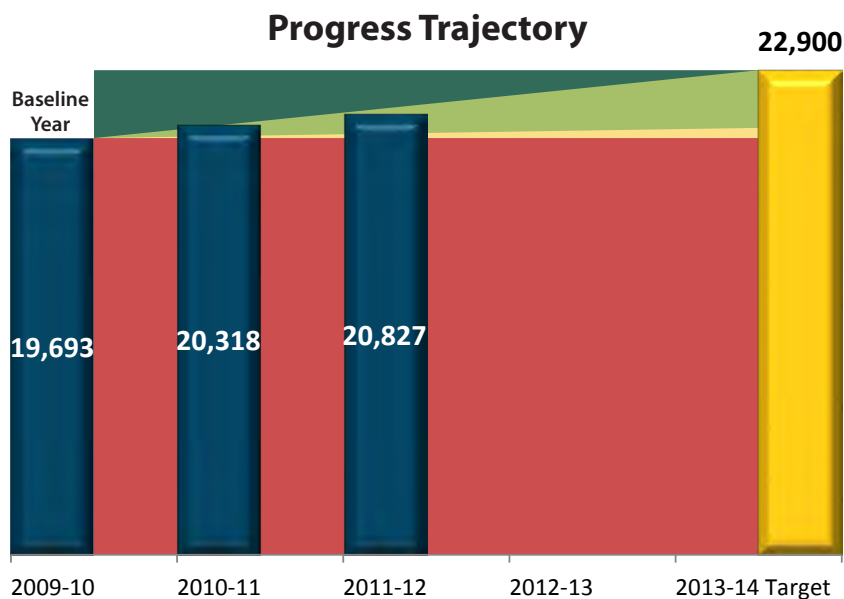


## Bachelor's degrees conferred

*Total number of bachelor's degrees awarded during an academic year in Kentucky by public and independent institutions*

35%

Progress to Target



Data Source: CPE Comprehensive Database (KPEDS)

### Legend

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### What We've Done

- CPE participates in Complete College America's Alliance of States, a group of 30 states committed to making college completion a top priority by setting completion goals through 2020 and collecting and reporting on common measures of progress.
- CPE worked with universities to recruit, retain and graduate former bachelor's-seeking students who dropped out with 80 or more credit hours through Project Graduate. More than 1,000 students have graduated from Kentucky campuses through this program.
- CPE distributed mini-grants to three public universities to address the persistence and graduation of students close to completion by focusing on the root causes of student attrition.
- The Kentucky Student Success Summit in April 2013 brought nationally renowned experts to the state to work with faculty, staff and administrators on ways to build partnerships between academic and student affairs, create high-quality first-year experience programs and implement learning communities to promote degree completion.

- CPE staff formed two new committees comprised of representatives from each public university and the KCTCS system. The Committee on Persistence and Graduation focuses on best practices and issues relating to student success. The Committee on Academic Quality focuses on standards of educational quality.

### What's Ahead

- Institutions, through participation in the Committee on Academic Quality and the Committee on Persistence and Graduation, will share best practices and discuss important topics, such as advising, first year experiences and other high-impact practices.
- The next Kentucky Student Success Summit will be held in April 2014 and will focus on evidence-based strategies to improve degree completion.
- CPE and campus staff will plan a second outreach effort for Project Graduate in spring 2014.



# STUDENT SUCCESS



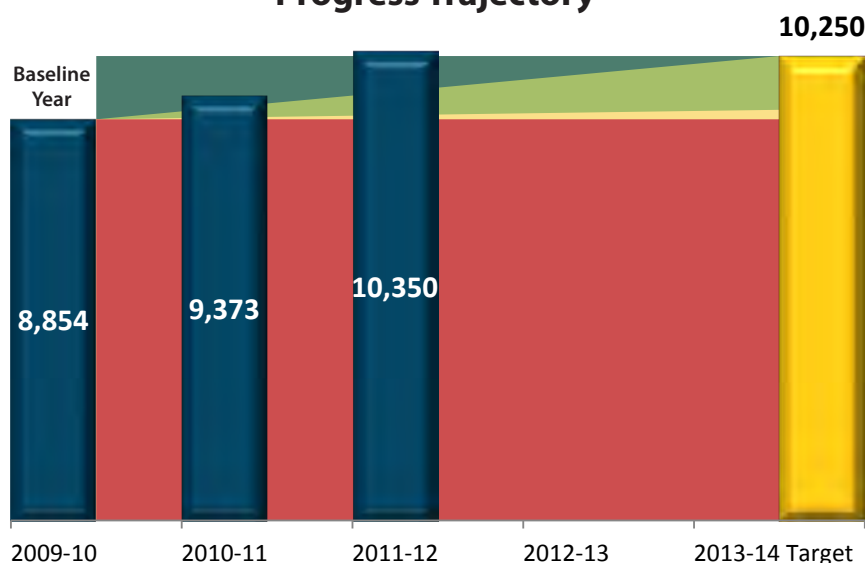
## Graduate degrees conferred

*Master's, doctoral and professional degrees awarded during an academic year in Kentucky by public and independent institutions*

100%

Progress to Target

### Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS)

#### Legend

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#### What We've Done

- CPE staffed worked with the Legislative Research Commission to promulgate an administrative regulation, 13 KAR 2:110, outlining the criteria for the approval of new advanced practice doctorates.
- CPE staff worked closely with the Education Professional Standards Board to revise requirements for master's degrees for teachers to emphasize teacher leadership. Several programs have been approved and more are under consideration. Among other criteria, programs must collaborate with districts in the design of programs; focus on student achievement; maintain a differentiated program based on candidate interests and needs; and provide opportunities for candidates to increase content knowledge and emphasize reflections that inform practice and leadership development.

#### What's Ahead

- CPE will work with campuses to promote the creation of new graduate programs and the redesign of existing graduate programs, especially those that are most important to Kentucky's research and economic development goals.
- CPE will work with campuses to establish revised goals for graduate degrees awarded.

# STUDENT SUCCESS



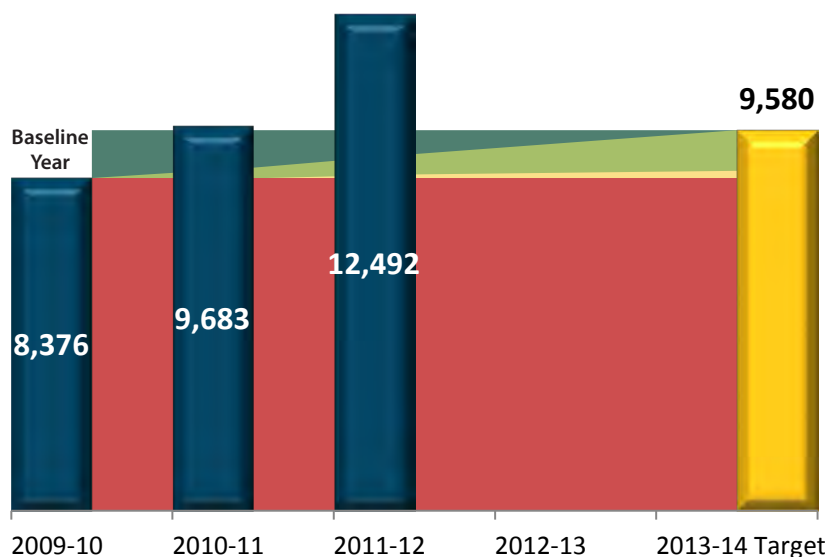
## Transfer from KCTCS to four-year colleges and universities

*Students transferring from KCTCS to a 4-year Kentucky public or independent institution within the academic year*

**100%**

Progress to Target

### Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS)

#### Legend

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### What We've Done

- The General Education Transfer Policy and Implementation Plan was developed in fall 2012, predicated that transfer of general education credits be based on the acquisition of broad academic skills. This assures students who complete a general education category at one institution will be given credit for that category upon transfer to any public institution in Kentucky. CPE has worked with faculty and advisors across the state to expand understanding of this policy.
- The Statewide Transfer Committee was reorganized to improve communication between CPE and the institutions.
- A new statewide transfer student appeal process was developed and implemented.
- CPE worked with institutions to create a statewide general education assessment plan.
- To make the KnowHow2Transfer.org website more accessible, CPE worked with CollegeSource, Inc. to develop a new public view of the site and a new interface for inputting degree pathways. The updates should increase student and advisor use of the site and facilitate the development of future degree pathways.

- In March 2013, a statewide online transfer fair (Transfer Madness) was held, involving CPE, the public universities, KCTCS and many AIKCU institutions. It was attended by more than 1,600 visitors.
- A statewide dual credit policy was created to define, promote and formalize dual credit agreements. The policy includes guidance on the transferability of dual credit coursework.

### What's Ahead

- Credit earned while in military service is being cross-walked with KCTCS institutional credit on KnowHow2Transfer to ease the transfer of military credit into degree programs.
- Because of its success, institutions and CPE are planning the next Transfer Madness for March 2014.
- Degree Pathways work groups are creating degree pathways for students completing Associate of Arts or Associate of Science degrees at community colleges and transferring into baccalaureate programs at public universities.

# STUDENT SUCCESS

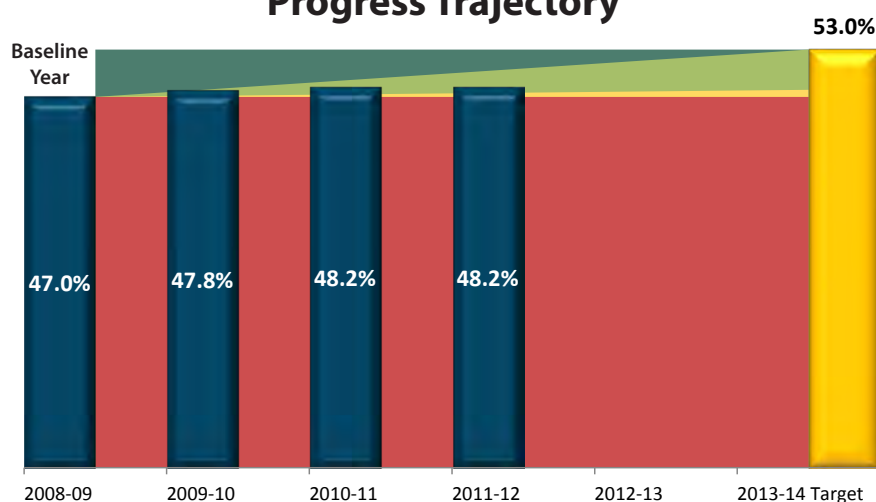


## Graduation rate (bachelor's)

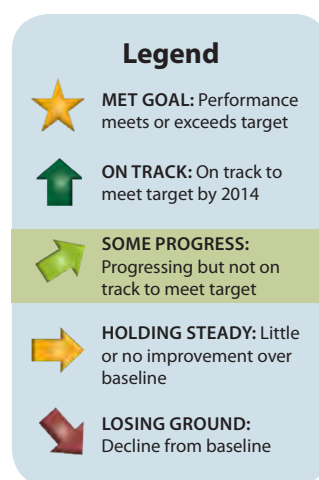
*Graduation rate of first-time, full-time bachelor's-seeking students who earn a bachelor's degree within four, five or six years from their institution of entry*



### Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS)



### What We've Done

- The Kentucky Student Success Summit in April 2013 brought nationally renowned experts to the state to work with faculty, staff and administrators on ways to build partnerships between academic and student affairs, create high-quality first-year experience programs and implement learning communities to increase retention and graduation rates.
- The newly formed Committee on Persistence and Graduation focuses on best practices and issues relating to student success. The newly formed Committee on Academic Quality focuses on maintaining standards of educational quality.

### What's Ahead

- CPE staff will continue to partner with the Association of American Colleges and Universities in their Liberal Education and America's Promise (LEAP) initiative. Kentucky colleges and universities will be provided LEAP resources focusing on student learning outcomes assessment, high-impact educational practices, diversity and equity.
- CPE will host free workshops led by national experts on the first-year experience. Each public college and university will be invited to send a team of professionals from their campus to learn about implementing a quality first-year experience program.

# STUDENT SUCCESS

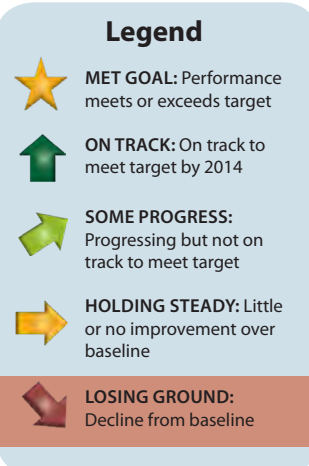
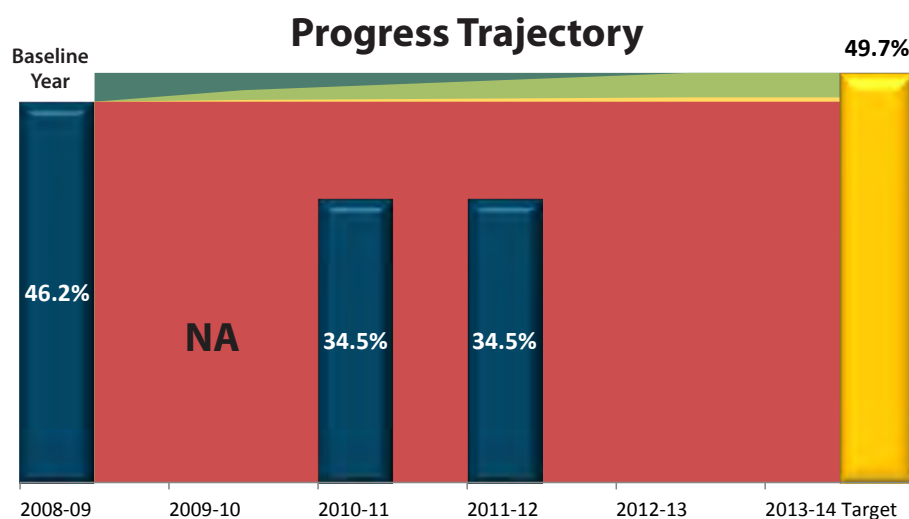


## Bachelor's graduation rate for low-income students

*For greater simplicity, targets are now expressed as a rate instead of a gap between low-income and moderate to high-income students.*

0%

Progress to Target



Data Sources: CPE Comprehensive Database (KPEDS), KHEAA ISIR (FAFSA) records for Pell eligibility; Data is missing for 2009-10

### What We've Done

- The Kentucky Student Success Summit in April 2013 brought nationally renowned experts to the state to work with faculty and staff on ways to plan and implement quality first-year experience programs and learning communities. These evidence-based, high-impact educational practices have been shown to successfully close graduation rate gaps for low-income students.
- Through the work of the Kentucky Student Success Network, participating campuses are focusing on implementing high-impact strategies to help close achievement gaps.
- CPE participates in the national Access2Success initiative, which requires member systems to track the progress of low-income and underrepresented minority students and provides ideas and assistance for improvement strategies.

### What's Ahead

- CPE will work with participating campuses to continue highlighting the needs of low-income students through the work of the Kentucky Student Success Network.
- CPE will advocate for additional financial aid resources for low-income students to increase their likelihood of persisting to degree completion.

# STUDENT SUCCESS



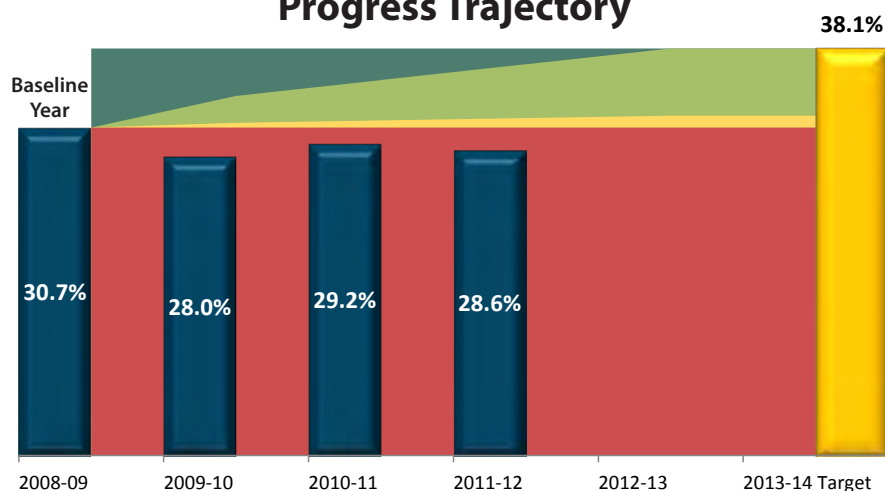
## Bachelor's graduation rate for underprepared students

*For greater simplicity, targets are now expressed as a rate instead of a gap between underprepared and prepared students.*

0%

Progress to Target

### Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS)

#### Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

#### What We've Done

- CPE, in partnership with KDE, led the development and implementation of the Unified Strategy for College and Career Readiness. Postsecondary persistence and completion by underprepared students is one of the four objectives of the plan.
- Summer bridge programming, offered on most public postsecondary campuses, builds skills for incoming freshmen who are not yet prepared for credit-bearing coursework. Student mentoring, academic advising and tutoring are essential components of these programs and have demonstrated success in closing gaps for first-generation students and other diverse student populations.
- The Kentucky Student Success Summit in April 2012 brought nationally renowned experts to the state to work with community college faculty and staff on ways to incorporate high-impact practices into the classroom, maximize first-year experience programs and close achievement gaps.

#### What's Ahead

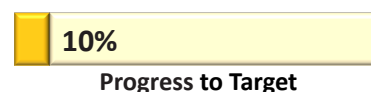
- CPE will continue its work to make developmental education less burdensome and more effective.
- CPE will work with its postsecondary partners to fully implement campus bridge programming for successful student transitions, developmental education and supplemental coursework based on the newly aligned standards and assessments.
- CPE will continue to work with KCTCS to implement developmental modules for mathematics, reading and writing via KCTCS Learn On Demand, an online degree program targeted at non-traditional, working adults.
- CPE will continue to encourage institutions to create strong supplemental course offerings so that students' developmental needs can be met through credit-bearing, rather than non-credit bearing, coursework.

# STUDENT SUCCESS

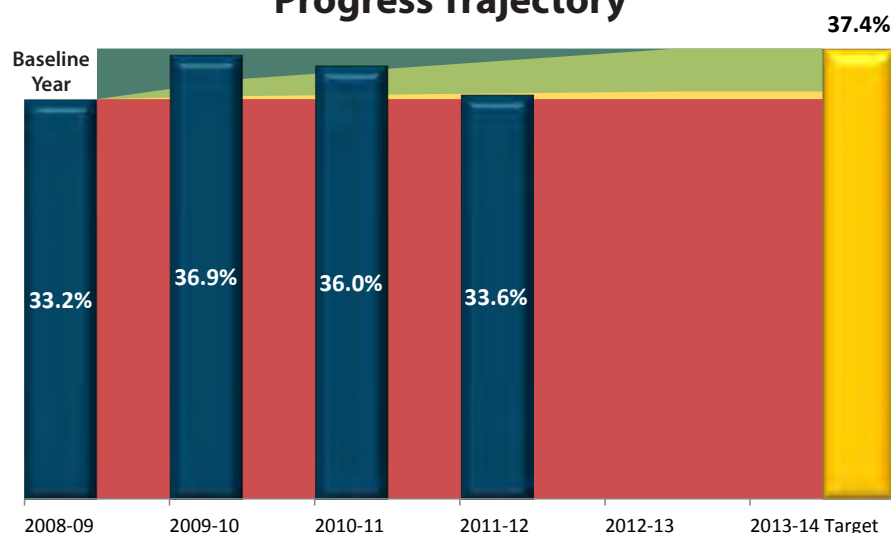


## Bachelor's graduation rate for underrepresented minority students

*For greater simplicity, targets are now expressed as a rate instead of a gap between underrepresented minority and non-underrepresented minority students.*



### Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS)

#### Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

#### What We've Done

- In 2011, CPE coordinated the development of institution diversity plans consistent with the new statewide policy, which focuses on improving student diversity, student success, workforce diversity, and campus climate.
- At the Kentucky Student Success Summit in April 2012, one workshop focused on the philosophy, curriculum and pedagogy of the Umoja Community, a network of African American student success programs across the state of California. The presenter shared detailed educational strategies, student testimonials, curriculum, lessons and data from this highly successful program for possible replication in Kentucky.
- Through the work of the Kentucky Delivery Network, CPE has developed detailed leading indicators about underrepresented minority students to assist institutions in identifying roadblocks to degree completion.
- CPE administers the Governor's Minority Student College Preparation Program to improve the college-readiness of underrepresented minority students while in middle and high school.

#### What's Ahead

- Plans are underway for the annual Academically Proficient High School Junior and Senior Diversity Conference, which educates minority students on college options and college admissions procedures.
- CPE will evaluate success in implementing the statewide diversity policy through the collection and dissemination of data, in addition to reports developed by the institutions.
- CPE will continue to highlight the needs of underrepresented minority students through the work of the Kentucky Delivery Network and participation in national initiatives such as Access2Success, which requires member systems to track the progress of low-income and underrepresented minority students.
- CPE will encourage institutions to conduct campus-based climate and culture studies to identify opportunities to enhance a supportive campus environment for all students.



# STUDENT SUCCESS



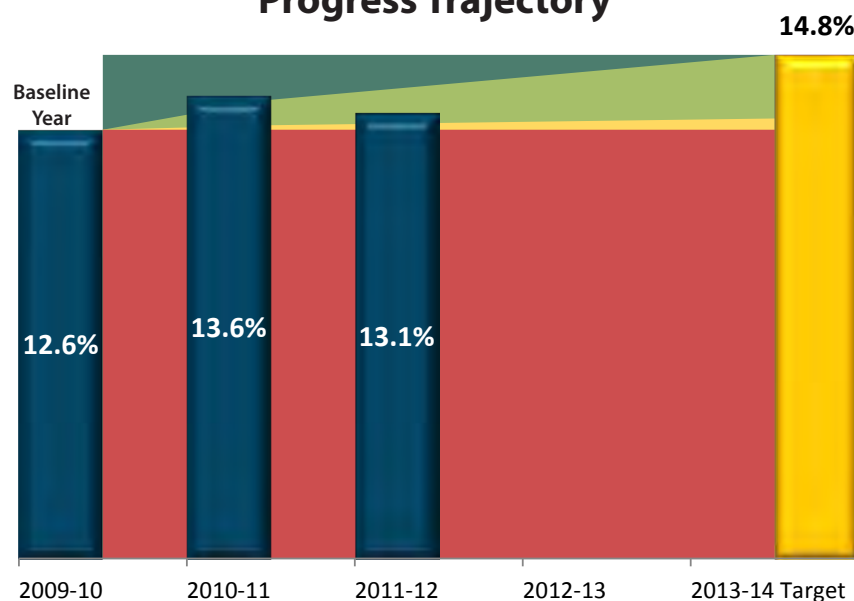
## Graduation rate (associate)

*Graduation rate of first-time, full-time associate-seeking students who earn an associate degree within two or three years from their institution of entry*

23%

Progress to Target

### Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS)

#### Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
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- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

### What We've Done

State legislation and CPE policy initiatives resulted in a number of changes that will facilitate the efficient accumulation of credit and timely completion of associate degrees at KCTCS, such as:

- KCTCS faculty and administrators developed a common course numbering system, which will be implemented in the 2012-13 academic year.
- KCTCS reviewed their academic programming and limited associate degree requirements to 60 credit hours, unless specialized or professional accreditation standards require additional hours.
- KCTCS made changes to the General Education Transfer Policy and Implementation Guidelines to guarantee that universities will admit students as juniors with all general education standards met if they transfer with an Associate of Arts or Associate of Sciences degree. Students are encouraged to complete an AA or AS prior to transferring.

### What's Ahead

- With funding CPE received from Complete College America, KCTCS will improve the success of students in their online Learn on Demand degree programs by adding transformative advising and tutoring technologies, a customized orientation module for developmental students and focused training and professional development for advisors.
- CPE will identify best practices, facilitate professional development opportunities and help campuses evaluate various course redesign options for gateway math and English courses.

# STUDENT SUCCESS

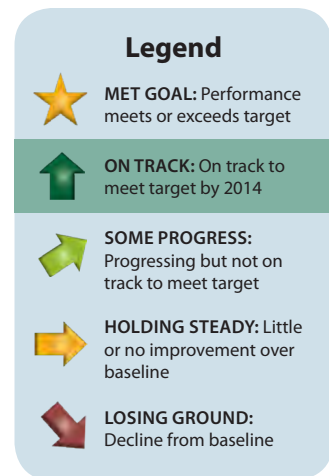
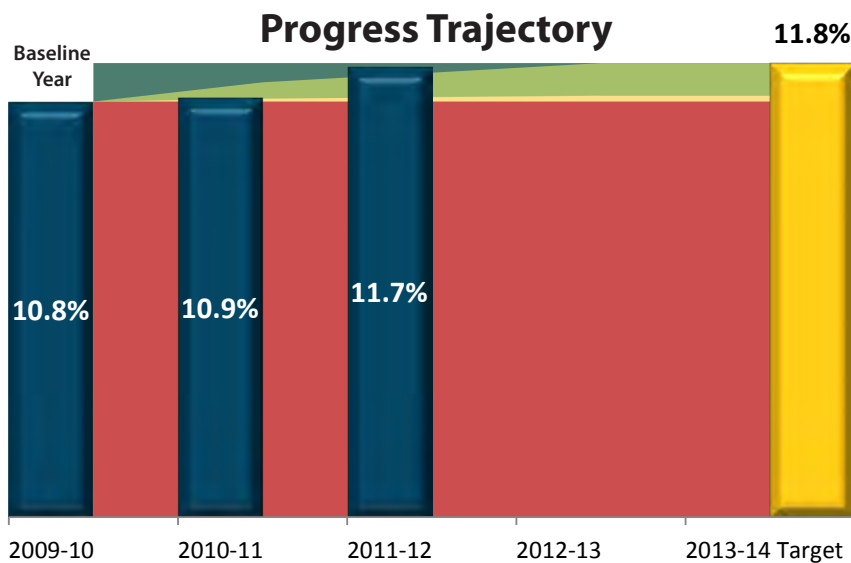


## Associate graduation rate for low-income students

*For greater simplicity, targets are now expressed as a rate instead of a gap between low-income and moderate to high-income students.*



Progress to Target



Data Sources: CPE Comprehensive Database (KPEDS), KHEAA ISIR (FAFSA) records for Pell eligibility

### What We've Done

- The Kentucky Student Success Summit in April 2013 brought nationally renowned experts to the state to work with faculty and staff on ways to plan and implement quality first-year experience programs and learning communities. These evidence-based, high-impact educational practices have been shown to successfully close graduation rate gaps for low-income students.
- Through the work of the Kentucky Student Success Network, participating campuses are focusing on implementing high-impact strategies to help close achievement gaps.
- The Council participates in the national Access2Success initiative, which requires member systems to track the progress of low-income and underrepresented minority students and provides ideas and assistance for improvement strategies.

### What's Ahead

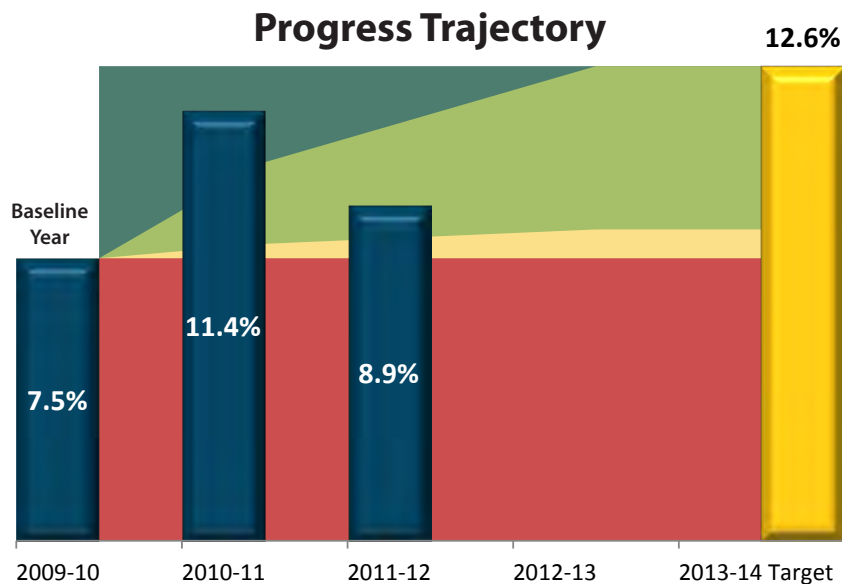
- CPE will work with participating campuses to continue highlighting the needs of low-income students through the work of the Kentucky Student Success Network.
- CPE will advocate for additional financial aid resources for low-income students to increase their likelihood of persisting to degree completion.

# STUDENT SUCCESS

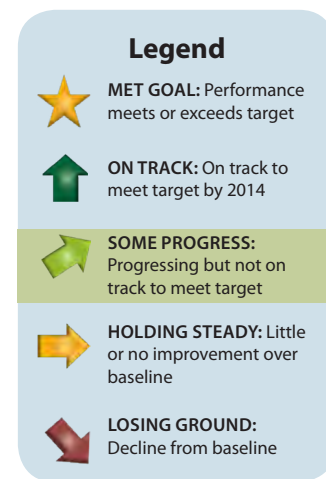


## Associate graduation rate for underprepared students

*For greater simplicity, targets are now expressed as a rate instead of a gap between underprepared and prepared students.*



Data Source: CPE Comprehensive Database (KPEDS)



### What We've Done

- A statewide focus on college and career readiness led to significant increases in the readiness of recent high school graduates with fewer students coming to colleges and universities needing remediation. CPE worked with institutions to fully implement campus bridge programming for successful student transitions, developmental education and supplemental coursework based on the newly aligned standards and assessments.
- The Kentucky Student Success Summit in April 2013 brought nationally renowned experts to the state to work with faculty and staff on ways to plan and implement quality first-year experience programs and learning communities. These evidence-based, high-impact educational practices have been shown to successfully close graduation rate gaps for underprepared students.
- Through the work of the Kentucky Student Success Network, participating campuses are focusing on implementing high-impact strategies to help close achievement gaps.
- CPE convened a series of meetings with college readiness representatives from each university and KCTCS to learn about effective methods of delivering developmental education.

### What's Ahead

- CPE will provide free workshops led by national experts on the first-year experience. Each public college and university will be invited to send a team of professionals from their campus to learn about implementing a quality first-year experience program. First-year experience programs have proven to be successful in closing achievement gaps for underprepared students.
- Campus visits are underway to gather information on specific program models, course designs, and placement procedures used to support underprepared students. This information will be used—along with student success data such as gateway course completion, student persistence and credential completion—to assess the effectiveness of program model designs. This evidence will be available to campuses as program model design modifications are considered.
- National and state consultants will be available to campuses as developmental education program models are considered and redesigned.

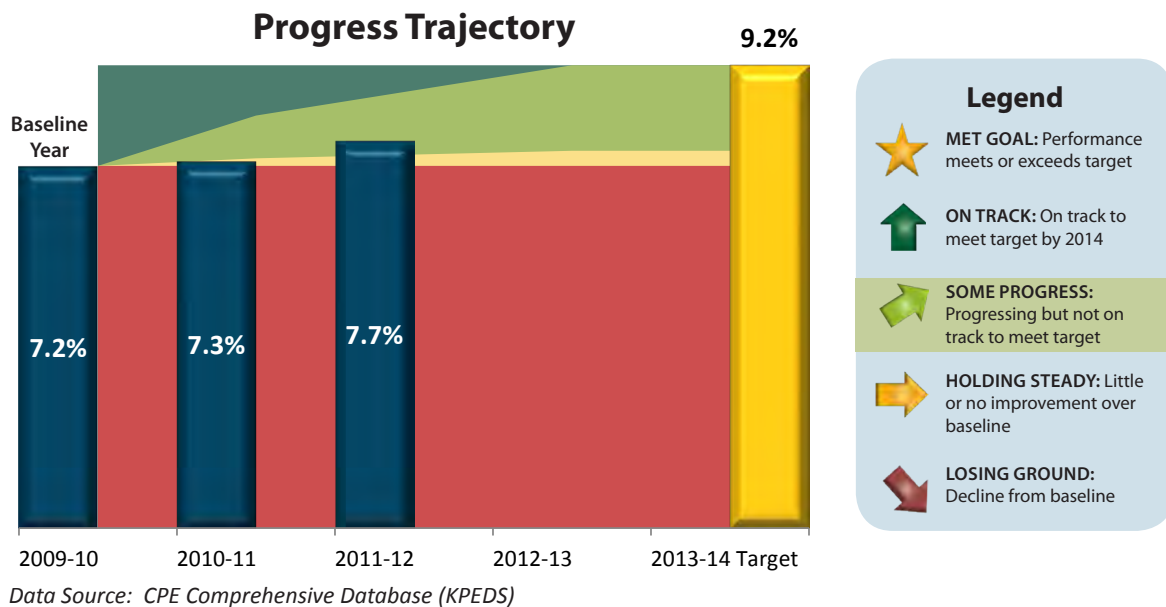


## Associate graduation rate for underrepresented minority students

*For greater simplicity, targets are now expressed as a rate instead of a gap between underrepresented minority and non-underrepresented minority students.*



Progress to Target



### What We've Done

- Institutional diversity plan assessment reports were presented to the Committee on Equal Opportunities in March and May of 2013. A review team of CPE staff evaluated progress reported by the institutions and provided suggestions for further opportunities to enact best practices.
- The Kentucky Student Success Summit in April 2013 brought nationally renowned experts to the state to work with faculty and staff on ways to plan and implement quality first-year experience programs and learning communities. These evidence-based, high-impact educational practices have been shown to increase graduation rates for minority students.
- Through the work of the Kentucky Student Success Network, participating campuses are focusing on implementing high-impact strategies to help close achievement gaps.
- CPE administers the Governor's Minority Student College Preparation Program (GMS CPP) to improve the college readiness of underrepresented minority students while in middle and junior high school. The program introduces students to the value of postsecondary education by encouraging them to enroll in rigorous coursework and prepare for college success.

- CPE facilitates the annual Academically Proficient High School Junior and Senior Diversity Conference, which educates diverse students about college options and college admission procedures. The conference format includes concurrent workshops that offer students advice on selecting a college, understanding financial aid, improving communication and coping skills and identifying possible majors or careers.

### What's Ahead

- CPE will continue to highlight the needs of underrepresented minority students through the work of the Kentucky Student Success Network and participation in national initiatives such as the Access2Success initiative, which requires member systems to track the progress of low-income and underrepresented minority students.
- The 2014 Academically Proficient High School Jr/Sr Diversity Conference will be hosted by Murray State University, June 13-14, 2014, in Murray, Kentucky.
- The 2014 Governor's Minority Student College Preparation Program will be held at Eastern Kentucky University, June 2014, in Richmond, Kentucky.

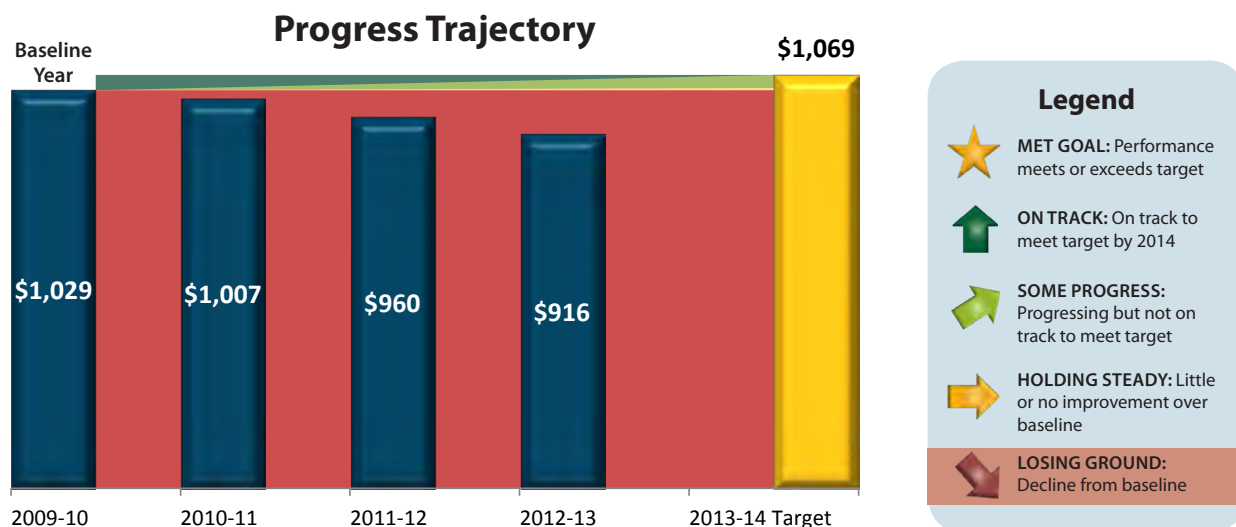


## State appropriations for public higher education

*Total net general fund appropriations for public postsecondary institutions per full-time equivalent enrollment (adjusted for inflation). Does not include state financial aid.*

0%

Progress to Target



Data Source: Enacted Budgets of the Commonwealth and Budget Reduction (inflation adjusted)

### What We've Done

The best way to keep college affordable is to adequately fund public postsecondary education. CPE will submit its 2012-14 budget request in November 2013. While the details of the request are being finalized through detailed discussions with campus leaders, state policymakers and Council members, it will focus on advancing Kentucky's broad postsecondary agenda while addressing specific needs facing the campuses. The request will include the following components:

- A college readiness fund to increase college preparation levels of Kentucky students entering postsecondary education.
- A research and development fund to be distributed among the research universities—two-thirds to UK and one-third to UofL. The fund will support targeted cluster hires in research focus areas that address pressing state needs.
- A performance fund to be distributed based on each institution's share of total degrees produced for the system. The funds would be weighted by degree level, with premiums for STEM+H, low-income and underrepresented student degrees.

- An adult learner fund to support an initiative to increase bachelor's degree attainment among working-age adults.
- Support for needed capital projects modeled on a relatively new, multi-year capital concept using data from a recent comprehensive facilities study to improve the balance between capital renewal, major renovation and new projects.

### What's Ahead

- CPE and campus leadership will work aggressively through the 2014 legislative session with the current administration and General Assembly to advocate for increased state appropriations for public higher education.
- CPE will provide reports, presentations and testimony to state and local leadership that detail the vital role public higher education plays in Kentucky's communities and workforce.
- CPE will work with public institutions and executive and legislative leadership on a long-term funding plan that focuses resources on achieving CPE's Strategic Agenda and HB 1 (1997) reform goals. This work will inform the request for the next budget cycle (FY 2016-18).



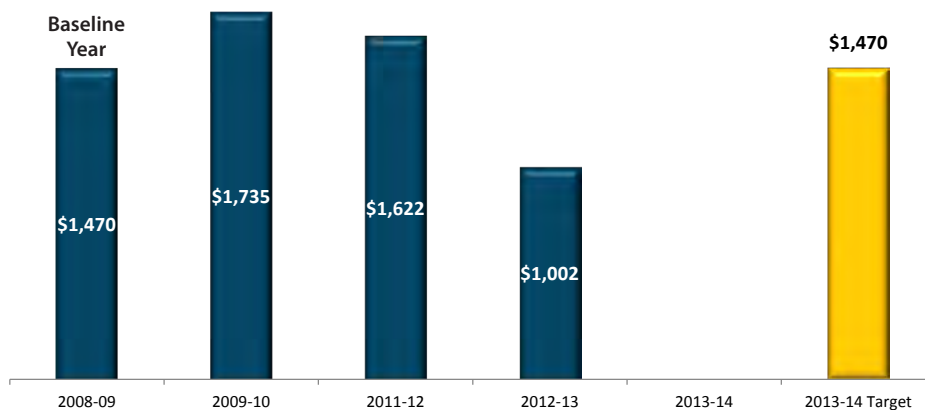
## Grants to low-income students in excess of direct costs

*Average grant and scholarship aid received by full-time, in-state Pell grant recipients in excess of tuition, mandatory fees and book costs. Amounts reflect money to help pay indirect costs like room and board and transportation.*

0%






Progress to Target

### Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS); NCES IPEDS

#### Legend

-  **MET GOAL:** Performance meets or exceeds target
-  **ON TRACK:** On track to meet target by 2014
-  **SOME PROGRESS:** Progressing but not on track to meet target
-  **HOLDING STEADY:** Little or no improvement over baseline
-  **LOSING GROUND:** Decline from baseline

### What We've Done

Containing the direct costs of college—tuition, fees, and books—is an essential component of the “Stronger by Degrees” strategic agenda. In pursuit of this goal, CPE has:

- Set maximum tuition and mandatory fee ceilings for in-state undergraduate students for the state’s public colleges and universities. For 2013-14, these ceiling increases were set at 3 percent for all institutions, the lowest average percentage increase in 15 years.
- CPE maintained the current floor for nonresident, undergraduate tuition and mandatory fees at two times the resident, undergraduate rate. For graduate and online tuition and fees, CPE allowed the public universities to submit market competitive resident and nonresident rates.
- CPE’s Rural Access Work Group’s final report highlighted affordability challenges for students in rural, underserved areas and recommended increases in state need-based aid, more aid for adult learners and region-specific scholarships to encourage college going.

- Representatives of the public colleges and universities and CPE staff continue to meet with publishers to develop strategies to improve access to lower cost textbooks and learning materials for Kentucky students.

### What's Ahead

- CPE will continue to set tuition increase caps for the 2014-15 academic year that keep Kentucky among the states with the slowest annual growth in tuition.
- CPE will refine the annual net cost analysis to provide a more comprehensive picture of the average cost of college for students in various income categories net of state, federal and institutional grants and scholarships.
- CPE will lead the development of a multi-agency college outreach collaboration to better communicate college cost information, help students apply for financial aid, improve college readiness and navigate the pathways to postsecondary education.





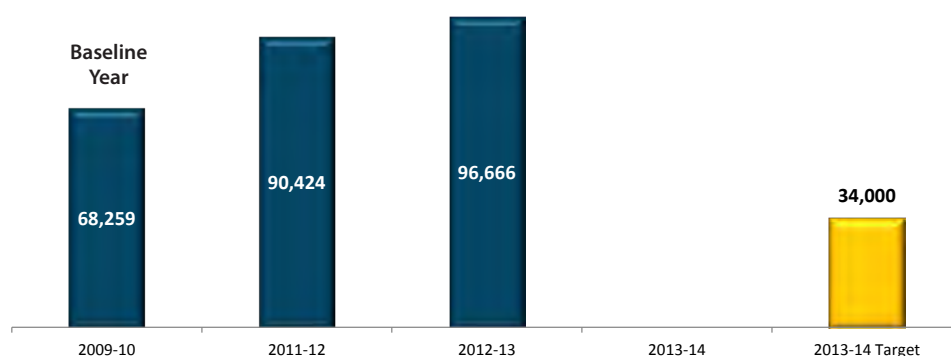
## Low-income students without grants

*Annual number of qualified students who applied for a state need-based grant but were denied access because program funds (CAP and KTG) were exhausted*

0%

Progress to Target

## Progress Trajectory



Data Source: Kentucky Higher Education Assistance Authority (KHEAA)

### Legend

-  **MET GOAL:** Performance meets or exceeds target
-  **ON TRACK:** On track to meet target by 2014
-  **SOME PROGRESS:** Progressing but not on track to meet target
-  **HOLDING STEADY:** Little or no improvement over baseline
-  **LOSING GROUND:** Decline from baseline

### What We've Done

- CPE's Rural Access Work Group's final report highlighted affordability challenges for students in rural, underserved areas and recommended increases in state need-based aid, more aid for adult learners and region-specific scholarships to encourage college going.
- President Bob King participated in the federal American Dream 2.0 Coalition, a Gates Foundation-sponsored project that was formed to address how financial aid can play a role in advancing college access and success. The final report outlined three key aspects of reshaping financial aid: (1) make aid simpler and more transparent, (2) spur innovations in higher education that can lower costs and meet the needs of today's students, and (3) ask institutions, states and students to share responsibility for producing more graduates without compromising access and affordability.
- GEAR UP Kentucky provides financial literacy instruction, including detailed financial aid information, beginning in 7<sup>th</sup> grade to over 12,000 students.

- A corps of college and career advisors, sponsored by GEAR UP Kentucky, provides ongoing, personalized advising to help students develop college and career goals and strengthen financial planning for postsecondary education. The advisors encourage early application for financial aid, which improves students' chances of receiving Kentucky need-based grants.

### What's Ahead

CPE staff will continue to play a strong role in developing state-level financial aid policy, including:

- Assessing the impact of proposed changes to the federal Pell Grant program on state financial aid and on Kentucky's students and postsecondary institutions.
- Continuing to work with KHEAA staff to analyze state financial aid program data to improve the effectiveness of these programs and better support the state's college completion agenda.
- Supporting efforts to expand funding for Kentucky's financial aid programs and improve outreach.

# RESEARCH, ECONOMIC & COMMUNITY DEVELOPMENT

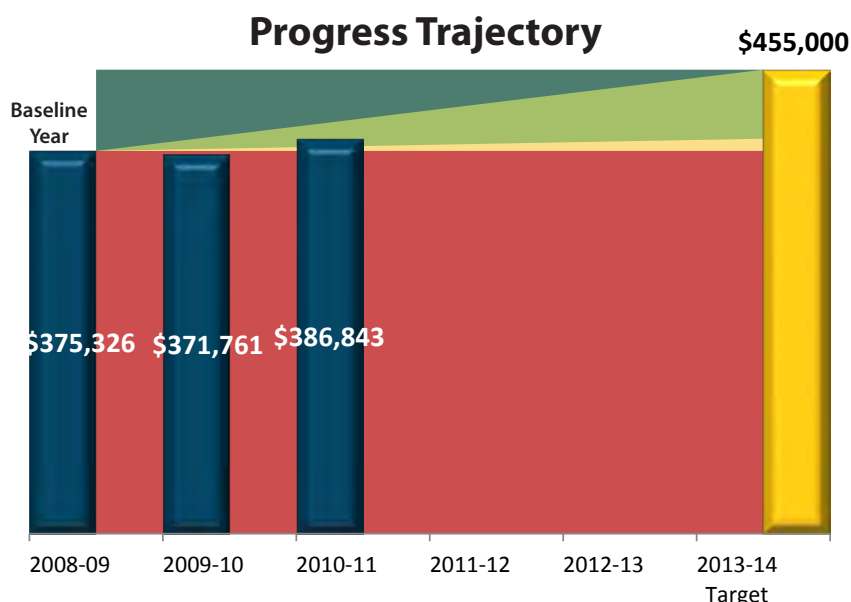


## Externally-funded research and development

*Amount of R&D expenditures in science and engineering from federal, state, local, corporate and foundation funding, excluding institutionally-funded research*

14%

Progress to Target



Data Source: National Science Foundation (NSF) Survey of Research and Development Expenditures at Universities and Colleges

### Legend



**MET GOAL:** Performance meets or exceeds target



**ON TRACK:** On track to meet target by 2014



**SOME PROGRESS:** Progressing but not on track to meet target



**HOLDING STEADY:** Little or no improvement over baseline



**LOSING GROUND:** Decline from baseline

### What We've Done

- CPE's primary role in supporting university research is the promotion and stewardship of several state-level investment funds, most notably the "Bucks for Brains" Endowment Match Program and a number of Kentucky Science & Technology Corporation (KSTC) initiatives.
- The Kentucky Science & Engineering Foundation (KSEF) continues to build science and engineering capacity and excellence by investing in exploratory advanced research and emerging technological innovations.
- The Kentucky Statewide Experimental Program to Stimulate Competitive Research (EPSCoR) coordinates strategic investments in human capital and physical infrastructures to increase federal research and development funding competitiveness.
- The Kentucky Enterprise Fund (KEF) continues to promote the development of technology-based start-up companies in Kentucky and grow the applications for funding requests from the commercialization fund.

- The Kentucky Regional Optical Network (KyRON)—a consortium operation of CPE, UK and UofL—connects the P-20 education community to the national and international research and education community through Internet2. KyRON enables UK and UofL to qualify for major federal research grants, helping them reach their HB 1 goals to become nationally recognized research institutions.

### What's Ahead

- CPE will coordinate discussions with institutional research vice presidents to raise the profile of university research endeavors, connect faculty and student research areas of interest, build strong research portfolios and invest in clusters of growth related to Kentucky's pressing health, energy, and manufacturing needs.
- KyRON has issued an RFP to acquire fiber-optic connections between Kentucky's public universities. Awards will provide increased bandwidth and enable cost-saving applications like cloud computing.

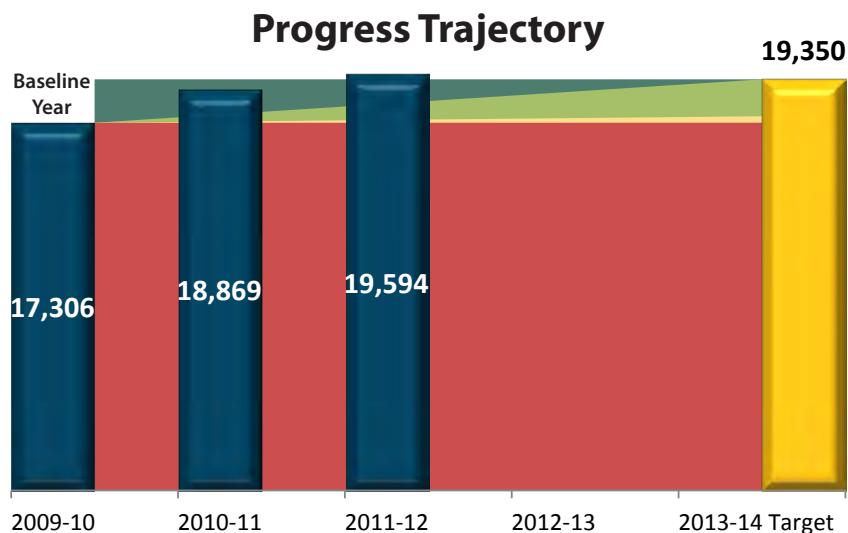


## Degrees and credentials in STEM+H fields

*Number of degrees and credentials conferred in science, technology, engineering and health-related fields during the academic year at the two-year and four-year level*

**100%**

Progress to Target



Data Source: CPE Comprehensive Database (KPEDS)

### Legend

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-  **ON TRACK:** On track to meet target by 2014
-  **SOME PROGRESS:** Progressing but not on track to meet target
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-  **LOSING GROUND:** Decline from baseline

### What We've Done

Much of CPE's ongoing, state-level work in this area focuses on improving the pipeline of students who are interested in and prepared for STEM+H programs, including:

- Extensive collaboration with the Kentucky Department of Education and the Education Professional Standards Board to improve college readiness in mathematics, from developing transitional courses for high school seniors who are not yet college and career ready to the review of mathematics teacher preparation programs.
- Continued support for Advance Kentucky, a KSTC initiative to expand Advanced Placement programs at 79 low-performing high schools. This investment in students and teachers has dramatically boosted student achievement on AP exams.
- Funding the Kentucky Center for Mathematics, which provides coaches and other professional development opportunities for K-12 mathematics teachers statewide.
- Project Lead the Way®, a national program to increase STEM degrees, continues to gain momentum with Advanced Manufacturing endorsements from the corporate sector contributing to its success.
- CPE co-sponsored another cohort of students and faculty to attend the annual Idea Festival to celebrate innovation.

### What's Ahead

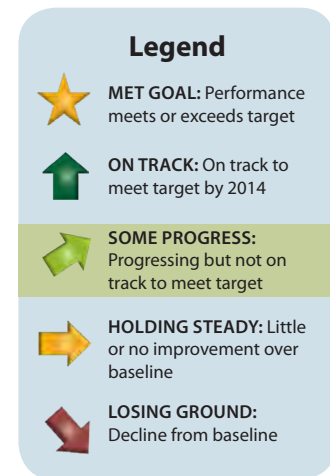
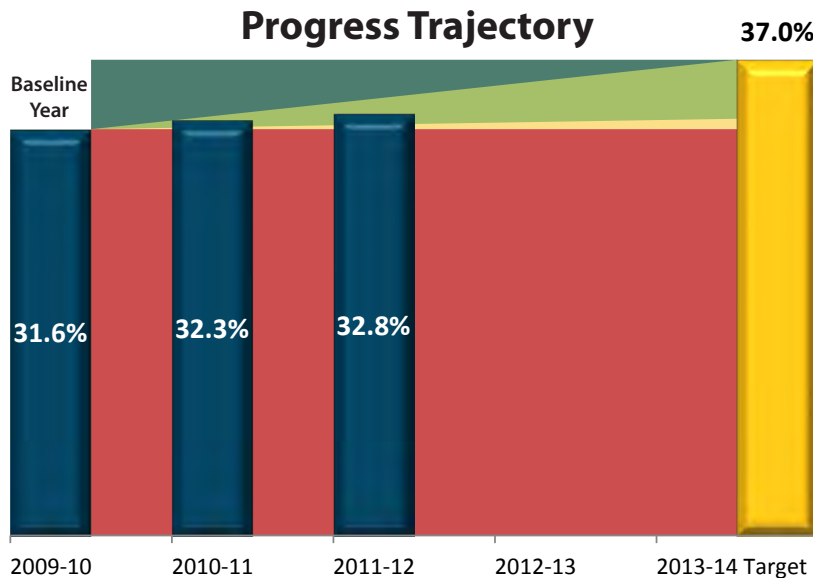
- Preliminary discussions have begun with science faculty across the state to establish a statewide standard for college readiness on the science portion of the ACT. If adopted, this standard will help Kentucky middle and high schools understand college expectations and adjust curricula accordingly.
- In May 2013, the Commonwealth of Kentucky hired Deloitte consultants to conduct a healthcare workforce capacity report in advance of the Kentucky Health Benefit Exchange to pinpoint critical workforce shortages. CPE will convene healthcare educators to discuss the findings of the report and develop strategies for increasing degree production in medicine, dentistry, nursing and other shortage areas.
- CPE staff will work with institutional staff to negotiate a new target for this metric.

# RESEARCH, ECONOMIC & COMMUNITY DEVELOPMENT



## Educational attainment of adults

*Percent of Kentucky's population ages 25-44 with an associate degree or higher*



Data Sources: 1990 and 2000 Decennial Census, US Census Bureau; American Community Survey, US Census Bureau

### What We've Done

- CPE and institutional staff have been meeting to fully develop the adult-friendly college program in response to a call by the General Assembly to develop a new delivery model for bachelor's degrees in high-demand fields. Led by the university provosts, teams have been meeting for six months to develop the model, which incorporates various practices that research has proven to be effective with adults: online or hybrid learning, convenient student support services, individualized career counseling, credit for prior learning, flexible payment plans and modular instruction.
- Project Graduate, a collaborative effort between CPE and the campuses to recruit and graduate former students who have earned 80 or more credit hours from a Kentucky institution, continues to make an impact. Since its start in 2007, more than 1,000 students have earned degrees at public institutions, nearly 2,000 students have been or are currently enrolled in the program and \$12 million in tuition revenue has been generated for participating campuses.
- CPE's Rural Access Work Group met for much of the past year to explore the challenges of providing access to postsecondary education in areas of Kentucky with perennially low levels of educational attainment. Chaired by Pam Miller and comprised

of university representatives and other stakeholders, the work group met from October 2012 – May 2013 to review issues related to education and economic opportunity in distressed, rural regions of Kentucky. Work has begun on implementing the recommendations and integrating them into CPE's broader strategic agenda.

### What's Ahead

- CPE, in partnership with the Kentucky Chamber of Commerce, is leading discussions with a group of business and industry leaders to review workforce needs and make recommendations for programming for the proposed adult learning collaborative. The group is reviewing Kentucky's high demand professions to help the group focus on academic programs that have relevancy and currency in Kentucky's economy.
- CPE is working with the Kentucky Center for Workforce and Education statistics to analyze postsecondary education outcomes, including salary data of recent college graduates. The review will also look at gaps between the degrees and credentials produced in Kentucky and current and projected workforce needs.



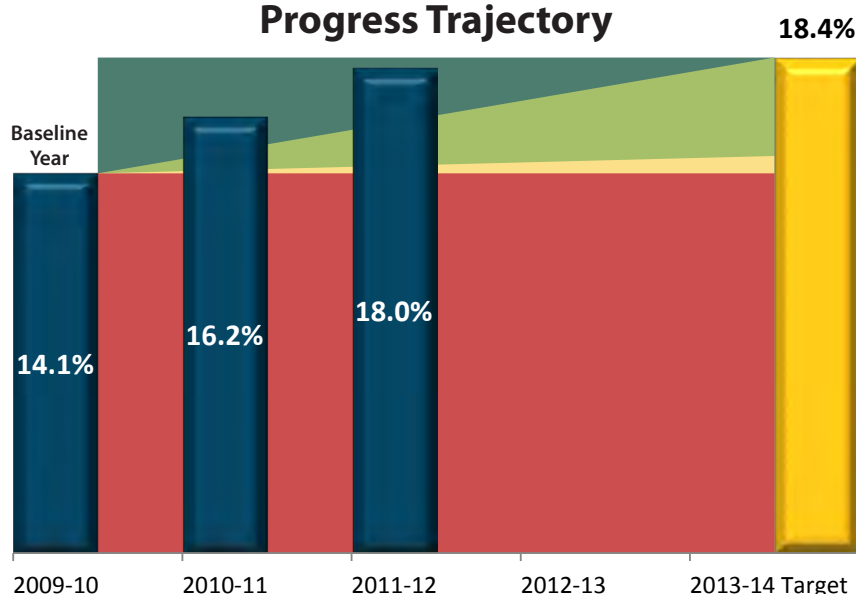
## Online learning

*Percent of total earned credits at public and independent colleges and universities taken online or through other distance learning technologies*

91%

Progress to Target

### Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS)

#### Legend

-  **MET GOAL:** Performance meets or exceeds target
-  **ON TRACK:** On track to meet target by 2014
-  **SOME PROGRESS:** Progressing but not on track to meet target
-  **HOLDING STEADY:** Little or no improvement over baseline
-  **LOSING GROUND:** Decline from baseline

### What We've Done

- The Kentucky Virtual Campus (KYVC) manages a statewide contract for software used by all public institutions for online courses, providing a high quality, consistent virtual classroom experience for students and instructors while saving over \$5 million.
- KYVC funds faculty and staff professional development in support of course redesign and other course delivery innovations as part of the National Center for Academic Transformation, the Sloan Consortium and the Quality Matters Project.
- The Kentucky Virtual Library (KYVL) provides electronic materials to 400 member libraries at one-tenth the cost of individual purchases. KYVL manages the contracts for software and hosting used by libraries for their operations, as well as the delivery service for statewide interlibrary loan items.
- CPE, in partnership with KCTCS, was awarded \$1 million in funding as a part of Complete College America's Innovation Challenge grant. Funds supported virtual advising services for students enrolled in KCTCS's Learn on Demand programs.

- KYVC is working as a member of the Bill and Melinda Gates Foundation's Personalized Learning Network to discover leading-edge technologies to individualize a student's learning experience and reduce time-to-degree.

### What's Ahead

- CPE is working with several regional and national groups to define and implement a reciprocal agreement whereby institutions can more easily be authorized to enroll online students in other states.
- CPE is participating in the Mindspring Project along with institutions from California, Arizona and possibly Florida, North Carolina and Massachusetts. Mindspring is a collaborative process based on the highly successful Kaleidoscope initiative that reduces student textbook costs to essentially zero.
- As a result of recommendations of the Rural Access Work Group, conversations are underway with Kentucky's Office of Broadband Outreach and Development and university regional stewardship programs to develop strategies to expand broadband access into more rural areas of the state.



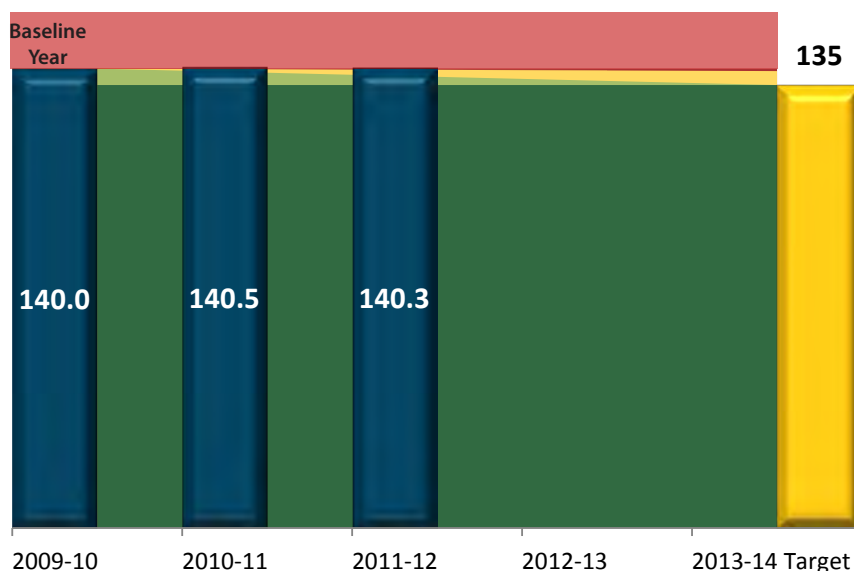
## Credits attempted by degree graduates

*Average credit hours attempted by bachelor's graduates at four-year institutions and by associate graduates at KCTCS*

0%

Progress to Target

### Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS)

#### Legend

-  **MET GOAL:** Performance meets or exceeds target
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### What We've Done

- Students are encouraged to take advantage of AP, IB, dual credit, and early and middle college opportunities. A statewide dual credit policy was created to define, promote and formalize dual credit understandings and student, school and college responsibilities. The policy includes guidance on the transferability of coursework taken in dual credit.
- Numerous policies and initiatives have focused on smoothing pathways to degree completion and reducing credits to degree, including the efficient transfer of general education credit between institutions and efforts to minimize developmental education courses by increasing college readiness at entry, modularizing developmental education and improving student placement into appropriate courses.
- Degree Pathways work groups began creating semester-by-semester sample progression academic plans. These plans will guide students from their matriculation at a KCTCS institution, to completion of an AA or AS degree, to the completion of a bachelor's degree at a four-year institution. Academic plans will enable students to choose the most expedient path to a bachelor's degree.

- Planning with campus, KDE, KHEAA and CPE staff began this summer for the statewide 15-to-Finish Kentucky campaign, which will encourage college students to complete 15 credit hours per semester, or 30 credits per year, to graduate on time and save money on college costs. Endorsed by the state's Chief Academic Officers, part of the effort involves changing the long-standing perception that taking 12 credits per semester is enough. This effort is modeled after a similar one in Hawaii.

### What's Ahead

- The 15-to-Finish Kentucky statewide campaign is tentatively scheduled to launch in January 2014 at a high-profile event. The multi-faceted campaign will include public service ads, radio and TV, a strong Web and online marketing component, social media and campus components.
- Additional degree pathways will be developed and posted to KnowHow2Transfer.org.
- Next year, this metric will be revised to measure credits earned instead of credits attempted, since the latter includes courses from which students have withdrawn.



# EFFICIENCY & INNOVATION

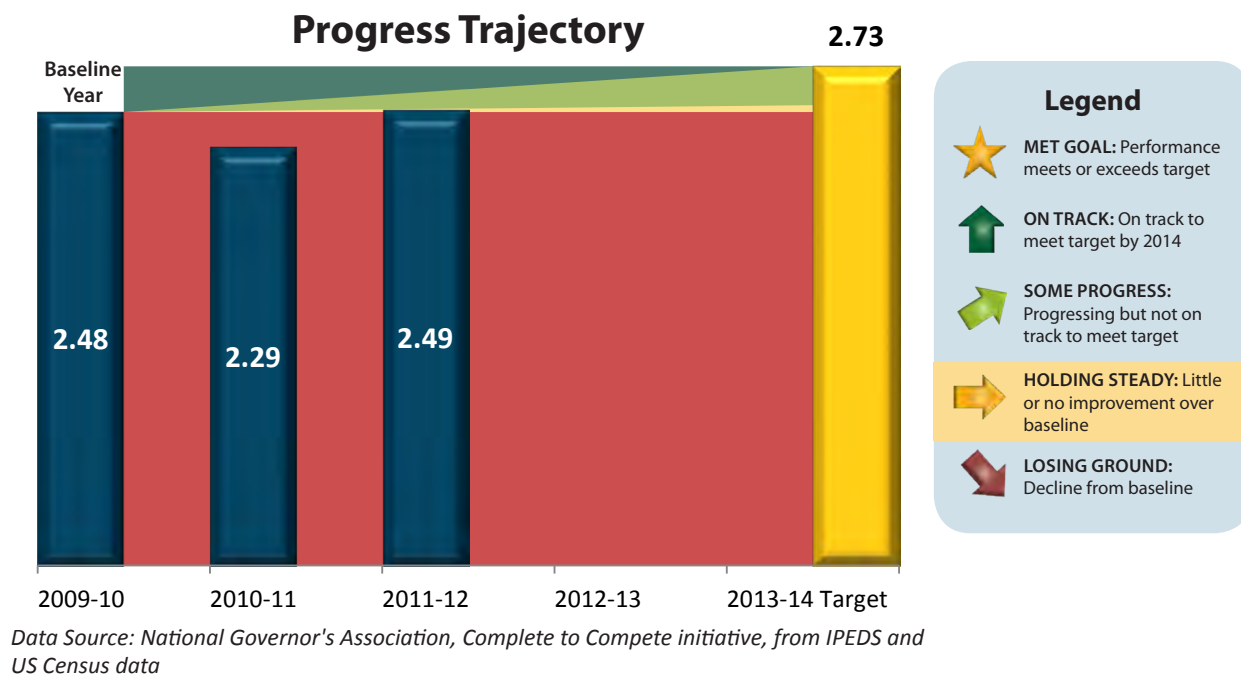


## Degree productivity relative to education and related expenditures

*Number of degrees and credentials conferred for every \$100,000 in education and related expenditures at public institutions*

4%

Progress to Target



### What We've Done

Kentucky institutions have reduced costs across their operations. For example:

- KSU completed projects at six facilities to improve energy use, including replacing roofs and insulation, changing lighting systems and installing a high efficiency water boiler.
- Morehead entered into a Guaranteed Energy Savings Performance Contract that included switching from coal to gas, yielding cost savings of over \$13 million over 12 years, as well as benefits to the environment.
- Morehead's efforts to promote employee wellness and health management resulted in health insurance rate holds and \$1.2 million in savings.
- Murray State realized \$350,000 in energy savings from completed projects to reduce energy use/KWH charges.
- NKU purchased two assisted living/nursing home facilities near campus. Once renovated, these facilities will provide residence halls and overflow parking with an anticipated savings of \$14-\$15 million over new construction.
- UofL implemented a voluntary separation incentive program for employees that generated \$2.75 million in savings and consolidated some long-term debt to save \$4.08 million.

### What's Ahead

- KSU plans new roofs, insulation and lighting systems at other facilities on campus.
- Morehead will realign resources among academic programs by evaluating academic program productivity, including measuring student credit completion per FTE faculty.
- Murray's prescription drug carve-out of its insurance plan will save \$700,000. Murray also plans a major administrative restructuring in 2014-15 with material budget savings.
- NKU will launch an effort to analyze academic programs for strategic alignment, effectiveness and quality while identifying opportunities for innovation. NKU also will self-insure medical benefits for a savings of roughly \$700,000 a year to partially offset inflationary medical cost increases.
- Western Kentucky University's e-procurement system will be initiated in FY 13-14 and will improve compliance with regulations and efficiency, as well as yield an estimated \$200,000 per year in savings.
- UofL will consolidate some administrative functions and will streamline procurement to take advantage of economies of scale. Procurement measures are expected to yield \$750,000 in savings.

Kentucky Council on Postsecondary Education  
1024 Capital Center Drive, Suite 320  
Frankfort KY 40601  
Ph: (502) 573-1555  
[cpe.ky.gov](http://cpe.ky.gov)

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